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ABSTRACT

Under current societal conditions in which the environment and the economy are neither stable nor permissive, homeostatic organizations are in extreme danger of being modified, controlled, or extinguished by outside forces. It is no longer a question whether management change should take place in order to keep organization renewal processes at work, but how management is going to change and how this change is going to be controlled. For this reason, it is necessary to take another look at the school as an organization and to examine the organization in light of its systems, its organization goals and problems, its management processes, and the skills and abilities required to keep the organism adaptive and in a state of readiness for contingency management. Against this background, a procedure or set of techniques used in developing and implementing a management (administrative) team in a small, conservative New England school district is presented. Topics covered include self-assessment--organization diagnosis, central management team's goals for the system, third-party consultants, management training, management development, problem-solving, advocacy levels, temporary systems, time for meetings and modes of operation, and assumptions in the developmental team model. (Author/IRT)

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The flood of rhetoric about school management, organizational change and systems analysis may never subside, and to many attending this seminar the problems of improving the administrative capability of educational organizations during this period of radical economic and social change may by default be found in the theory of contingency or situational management. This theory, which is based on conclusions drawn from large-scale empirical studies, relies on the major premise that there is no best way to handle any of the various managerial functions in an organization. There is no one best way to plan; and there is no one best way to direct and control the activities of an organization. According to Howard Carlisle, who has written extensively on the contingency approach to leadership, "The best concepts and techniques can be selected only after one is aware of the particular circumstances he is facing."

Educational enterprises like so many business organizations, are constantly evolving and changing, whether by design or by chance. Those of us who occupy the chief executive role in school districts recognize there are hundreds of tasks that must be accomplished in concert in order to satisfy our Boards of Directors and our consumers. All of this plus the task of maintaining the operation of an organic, human, technological and economic system. To our dismay, there is no way to stop the world, get off for a better look, repair our organizational structures and then get back into the maelstrom. Life processes continue and the schools are no exception. Our responsibility for students grows with each new societal impingement. Consequently, we are faced with predictable as well as unknown organizational crises and thus we must change our management processes, especially with regard to human systems, in a gradual manner. Only in very rare circumstances will we have the opportunity to bring about radical change and build totally new management systems.

As a business organization develops, it experiences three stages of growth--birth, youth and maturity, and in each stage it faces a predictable series of organizational crises. If we were to analyze the major stages of growth in the life cycle of any human organization, including the schools, we would witness three major categories of change:

- o A minimum rate of change which occurs in what is called homeostasis.
- o A modest rate of change which occurs in adaptation.
- o A high rate of change which occurs in continuous radical change, continuous metamorphosis, continuous transformation, or rapid evolution.

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The skill with which school managers, policy makers and staff members recognize these change crises and are able to confront them in a collaborative manner has no small impact on the organization's ability to grow further and to serve its client systems.

As systems managers, we have a major responsibility for developing structures that will foster organization renewal and we have at our disposal useful change strategies to help manage our educational subsystems more efficiently. To do this, however, we must recognize four postulates that are basic to a theory of school organization:

1. Schools are made up of components--individuals, technologies, structures and temporal variables--which are further organized into subsystems when staff members design curricula, make decisions, allocate tasks and evaluate programs.

2. As living systems, schools are goal oriented and subject to their environment.

3. Schools contain many resources and plans that at any one time are not being used. This potential for adaptation constitutes a "variety pool." While the variety pool will inevitably include a number of irrelevant or even potentially deleterious practices, a school system can be adaptive only if it encourages the emergence of whatever resourses exist for optimizing its educative functions.

The term SCHOOL ORGANIZATION or simply SCHOOL is meant to signify any formally organized part of a school district ranging from the total district through buildings to departments and teaching teams if these exist.

Every organization has its problems to solve and a variety pool from which human, conceptual and technological skills can be tapped for decision-making purposes. If productivity is the prime reason for existence then two key elements--people and organization structure, the framework that facilitates organizational dynamics and guides the system's operations toward goal attainment, must become the focal points for school managers' actions.

Under current societal conditions in which the environment and the economy are neither stable nor permissive, homeostatic organizations are in extreme danger of being modified, controlled or extinguished by outside forces. If we were to examine Skibbins three general conditions of organizations--homeostasis, adaptation and radical change--I doubt that very many practicing school administrators would want to find themselves locked in an homeostatic environment. Most of us would probably conclude that, for the most part, we have assumed an adaptive mode while attempting to make appropriate changes happen than allow change to control our behavioral pattern.

It is no longer a question as to whether management change should take place in order to keep organizational renewal processes at work in this unsettled period of transition, but how it is going to change and how this change is going to be controlled. In looking to the future, we might do well to examine the biologist's notion of "Organic Functionalism" as a condition for the understanding and management of radical change or as Skibbins calls it . . . "The biggest game in town--The Next American Management Revolution."

From this somewhat precarious transition stage, adaptation, we are compelled to take another look at the school as an organization and to examine the organization in light of its:

A. Systems;

B. Organization Goals and Problems;

C. Management Processes and the

D. Skills and Abilities required

to keep the organism adaptive and in a state of readiness for contingency management.

It is toward this goal that I present to you a procedure or set of techniques used in developing and implementing a management (administrative, if you will) team in a small, conservative New England school district. Many of these techniques are indigenous to the models developed by Jim Slezak, Superintendent of the Escondido Union School District and those proposed in "Project Kansas 76: Alternate Team Approaches to Promote Educational Leadership" among others.

BACKGROUND: CONDITIONS FOR CHANGE

AN ATTEMPT TO BUILD AN ADAPTIVE ORGANIZATION TO MEET THE VARIED PROBLEMS OF OVERCROWDED SCHOOLS, HIGH PUPIL-TEACHER RATIOS, CONFLICT BETWEEN MIDDLE MANAGEMENT (PRINCIPALS) AND SCHOOL BOARD, PER CAPITA SPENDING IN THE 39%ile COMPARED WITH OTHER DISTRICTS IN THE COMMONWEALTH OF MASSACHUSETTS, LITTLE COMMUNICATION AROUND "SYSTEM" ISSUES AND COVERT DYSFUNCTION, COMPETITION BETWEEN TEACHERS AND PRINCIPALS AS WELL AS BETWEEN PRINCIPALS AND CENTRAL OFFICE PERSONNEL LED THIS ADMINISTRATIOR IN HIS FIRST YEAR AS A SCHOOL SUPERINTENDENT IN 1969/70, TO CONCLUDE THAT SURVIVAL IN THE JOB WOULD BE DICTATED BY THE ABILITY TO ADAPT THE ORGANIZATION FOR CHANGE BY CHANGING ITS CULTURE—THAT IS BY MODIFYING THE SYSTEMS WITHIN WHICH PEOPLE WORKED AND LIVED. THE PRIMARY VEHICLE, AMONG SEVERAL, TO PROMOTE A SYSTEM OF BELIEFS, VALUES AND ACCEPTED NORMS OF INTERACTING AND RELATING TO "SYSTEM" ISSUES WAS A PROJECTED TWENTY-THREE MILLION DOLLAR BUILDING PROGRAM, THE FIRST OF FOUR PHASES WHICH WAS COMPLETED IN THE FALL OF 1969.

BEING IN THE SCHOOL DISTRICT FOR FOURTEEN YEARS AS A TEACHER, PRINCIPAL AND ASSISTANT SUPERINTENDENT, GAVE ME THE OPPORTUNITY TO OBSERVE THE SYSTEM'S GROWTH MECHANISMS AND IN LATE 1969, I WAS GIVEN THE OPPORTUNITY TO INSTITUTE SOME PLANNED CHANGE EFFORTS WITH SCHOOL BOARD APPROVAL.

SELF ASSESSMENT—ORGANIZATION DIAGNOSIS

I AND TWO OTHER MEMBERS OF CENTRAL ADMINISTRATION, AN ASSISTANT SUPERINTENDENT OF CURRICULUM AND INSTRUCTION AND THE DIRECTOR FOR

PERSONNEL SERVICES, ANALYZED THE ORGANIZATION'S PLANNING, ORGANIZING, STAFFING, DIRECTING, CONTROLLING AND EVALUATING PROCESSES AGAINST THE SYSTEM'S HUMAN ABILITIES TO COMMUNICATE, MAKE DECISIONS AND SOLVE PROBLEMS. IN ADDITION, I WAS ASSISTED BY MY CENTRAL OFFICE TEAM MEMBERS, WHOM I HAD RECRUITED, IN ARTICULATING MY OWN PERSONAL GOALS FOR THE SYSTEM. THUS AS PART OF THE DEVELOPMENTAL PROCESS OF BUILDING A CENTRAL MANAGEMENT TEAM, I UTILIZED THE EXPERTISE OF MY TWO COLLEAGUES TO FOCUS ON SOME ORGANIZATIONAL DEVELOPMENT TECHNIQUES AND STRUCTURES AS WELL AS ASPIRATIONS FOR INDIVIDUAL DEVELOPMENT PROCESSES, INCLUDING MY OWN.

CENTRAL MANAGEMENT TEAM'S GOALS FOR THE SYSTEM

1. CREATE STRUCTURES THAT WOULD ENHANCE THE DEVELOPMENT OF A SELF-RENEWING, VIABLE SYSTEM THAT COULD ORGANIZE IN A VARIETY OF WAYS DEPENDING ON THE NATURE OF TASKS

2. MANIMIZE THE PERMANENT (BASIC ORGANIZATION CHART) AND ALLOW FOR TEMPORARY SYSTEMS (PROJECT MANAGEMENT, MATRIX MANAGEMENT AND VENTURE TEAMS) BY PROVIDING CONTINUOUS IMPROVEMENT MECHANISMS.

3. CREATE SITUATIONS THAT WOULD ALLOW PEOPLE TO DEVELOP A "SYSTEMS VIEW" OF THE ENTERPRISE AND MOVE TOWARD A HIGH DEGREE OF WHAT ROBERT ANDERSON CALLS, "COLLEAGUESHIP" SO THAT WE WOULD MINIMIZE OR ELIMINATE DYSFUNCTIONAL ENERGY SPENT IN INAPPROPRIATE COMPETITION NOT FOCUSED ON THE LEARNING ACT.

4. ALLOW SITUATIONS WHERE CONFLICT COULD BE BROUGHT OUT AND SOMEHOW MANAGED. WE WANTED TEAM MEMBERS AND TEMPORARY GROUPS TO RECOGNIZE THE INTER-RELATEDNESS OF PROBLEMS AND THAT PROBLEMS HAVE TO BE EXAMINED FOR ALTERNATE SOLUTIONS BEFORE DECISIONS CAN BE MADE.

AS A THEORETICAL BASE FROM WHICH TEAM BUILDING WAS ATTEMPTED, THE CENTRAL MANAGEMENT TEAM EXAMINED THE WORK OF BECKHARD FOR HIS IDEAS ON ORGANIZATIONAL DEVELOPMENT; BENNIS, BENNE AND CHIN FOR CONCEPTS DEALING WITH PLANNED CHANGE, TEMPORARY SYSTEMS AND ORGANIC MODELS OF ORGANIZATION; HERZBERG FOR HIS THEORIES ON MOTIVATION AND MAINTENANCE; BLAKE AND MOUTON'S MANAGERIAL GRID EXERCISES AND MACGREGOR'S ASSUMPTIONS ABOUT PEOPLE—THEORY X AND THEORY Y. WE ALSO ENROLLED IN HUMAN RELATIONS TRAINING PROGRAMS AT BOSTON UNIVERSITY AND TOOK FORMAL COURSES RELATING TO ORGANIZATIONAL ANALYSIS AND DECISION MAKING.

THE CENTRAL MANAGEMENT TEAM DECIDED TO INTRODUCE A CHANGE EFFORT AS A RESULT OF RECOGNIZING THE NEED FOR IMPROVING PROBLEM-SOLVING SKILLS, INTERPERSONAL COMMUNICATIONS SKILLS AND INTER-GROUP COMMUNICATION SKILLS WITH THE FOCUS ON THREE MANAGEMENT GROUPS—THE CENTRAL OFFICE, BUILDING PRINCIPALS AND CURRICULUM SPECIALISTS (SYSTEM SUPERVISORS, HIGH SCHOOL DEPARTMENT HEADS AND MIDDLE SCHOOL SUBJECT COORDINATORS). DURING THIS PHASE, WE BORROWED FREELY FROM BENNE, BENNIS AND CHIN FOR PLANNED CHANGE STRATEGIES AND FROM BECKHARD FOR SOME ASSUMPTIONS ABOUT ORGANIZATION CHANGE AND ORGANIZATIONAL DEVELOPMENT.

AS A GUIDE, WE EMPLOYED THE FOLLOWING PHASES OF INITIAL DIAGNOSIS PROPOSED BY BECKHARD:

STEP 1. DEFINING THE CHANGE PROBLEM

STEP 2. DEFINING THE APPROPRIATE CLIENT SYSTEMS WITHIN THE TOTAL ORGANIZATION SYSTEM

STEP 3. DETERMINING EACH SYSTEM'S READINESS AND CAPACITY TO CHANGE

STEP 4. DETERMINING APPROPRIATE CHANGE OBJECTIVES

STEP 5. ASSESSING THE CHANGE AGENTS OWN RESOURCES

RECOGNIZING THE LIMITATIONS OF THE CENTRAL MANAGEMENT TEAM AND INHERENT TIME CONSTRAINTS, THE DECISION TO SEEK OUTSIDE ASSISTANCE WAS MADE AT THIS POINT.

THIRD PARTY CONSULTANTS

PROBABLY THE MOST STRATEGICALLY ADVANTAGEOUS DECISION BY THE CENTRAL TEAM DURING ITS EARLY STAGE OF DEVELOPMENT WAS TO SEEK OUT THE EXPERTISE AND USE OF OUTSIDE CONSULTANTS. ONE THRUST WAS TO AFFILIATE WITH THE PERSONNEL DIVISION OF TEXAS INSTRUMENTS, INC. WHICH HAS A LARGE PLANT IN THE COMMUNITY. THE TEXAS INSTRUMENTS TRAINING COMPONENT AT THAT TIME INCLUDED MANAGEMENT SEMINARS ON TEAM DEVELOPMENT, JOB ENRICHMENT, MANAGER MOTIVATION, WORK GROUP EFFECTIVENESS AND PERSONAL PLANS OF ACTION. AFTER MAKING CONTACT WITH ONE PERSONNEL SPECIALIST AND EXPLAINING OUR PARTICULAR PERCEIVED NEEDS FOR MIDDLE MANAGEMENT, A SERIES OF TRAINING SEMINARS FOR PRINCIPALS AND ASSISTANT PRINCIPALS AS WELL AS THE CENTRAL OFFICE TEAM WERE ORGANIZED.

SIMUTANEOUSLY, THE CENTRAL OFFICE TEAM SOUGHT THE ASSISTANCE OF TWO UNIVERSITY PROFESSORS WHO HAD PREVIOUSLY CONDUCTED SOME INSERVICE WORKSHOPS IN GROUP DYNAMICS IN THE SCHOOL DISTRICT. THESE CONSULTANTS HAD SOME KNOWLEDGE OF THE DISTRICT'S NORMS AND OPERATIONAL MODES SO THEIR INSIGHT IN "MAPPING" THE ORGANIZATION WAS EXTREMELY VALUABLE TO US.

MANAGEMENT TRAINING

BRIEFLY, THE T.I. TEAM TRAINING MODULE ENCOMPASSED THE FOLLOWING CURRICULUM:

SEMINAR GOALS

DEVELOP AND STRENGTHEN:

- .FRAMEWORK FOR THINKING
- .COMMON MANAGERIAL LANGUAGE
- .INTERPERSONAL COMPETENCE

FOCUS AND INTENSIFY:

- .SYSTEM NEEDS
- .MEMBER NEEDS
- .HOW TO MEET NEEDS
- .EFFECTIVE MEETING SKILLS

PROVIDE A SPRINGBOARD FOR FUTURE DISCUSSIONS

FACILITATE A CULTURE SUPPORTIVE TO TRUST

PROVIDE OPPORTUNITY FOR INTERPERSONAL FEEDBACK

EXPLORE TEAM SKILLS OF COLLABORATION AND CANDOR

OUR CONTACT WITH THE UNIVERSITY TEAM, DRS. CHARLES CLAYMAN AND STU LANGTON, CONTINUED THROUGH THEIR INVOLVEMENT WITH ELEMENTARY AND MIDDLE SCHOOL TEACHERS AND PRINCIPALS DURING ON-SITE CURRICULUM WORKSHOPS. FURTHER MAPPING OF THE ORGANIZATION'S DEVELOPMENTAL NEEDS WITH REGARD TO 1)INTERPERSONAL RELATIONS; 2)GROUP INTERFACES; 3) COMMUNICATION SKILLS; 4)LEADERSHIP AND DECISION MAKING;

5) PROBLEM SOLVING; 6) PLANNING AND GOAL SETTING AND 7) ORGANIZATIONAL STRUCTURES WAS ACCOMPLISHED BY THE CONSULTANTS. EMERGENT THEMES HELPED US DEVELOP A SERIES OF SEMINARS DURING SCHOOL TIME FOR SYSTEM-WIDE SUPERVISORS, DEPARTMENT HEADS AND MIDDLE SCHOOL SUBJECT COORDINATORS WITH THE FOCUS ON CURRICULUM IMPROVEMENT, ARTICULATION, INTERDISCIPLINARY TEAMS AND PROGRAM EVALUATION.

EDUCATIONAL PLANNING WHICH WAS CENTERED AROUND THE PROMULGATED GOALS FOR MASSACHUSETTS, SYSTEM-WIDE DEVELOPMENTAL GOALS, BUILDING AND LEVEL GOALS, INSTRUCTIONAL OBJECTIVES AND PROGRAM EVALUATION PROVIDED THE VEHICLES TO EXAMINE SUBSYSTEM ORGANIZATIONAL BEHAVIOR AND DEVELOP STRATEGIES FOR PLANNED CHANGE. THE PROGRESSING SCHOOL BUILDING PROGRAM AND THE DEVELOPMENT OF EDUCATIONAL SPECIFICATIONS, WHICH REQUIRED THE EXPERTISE OF VARIOUS CONSTITUENCIES WITHIN THE REPRESENTATIVE GROUPS, WAS CONTINUALLY HIGHLIGHTED.

THE IMPORTANCE OF TEAM TRAINING IN THE DEVELOPMENT AND IMPLEMENTATION OF A SYSTEM'S MANAGEMENT TEAM SHOULD NOT BE MINIMIZED IF WE LOOK AT THE SCHOOLS AS A SOCIAL SYSTEM. STRATEGIES EMPLOYED MUST AIM AT CHANGING THE ENTIRE SYSTEM, NOT MERELY ONE PART OF IT. UNLESS THE CULTURE OF THE SYSTEM—THE WAY PROBLEMS ARE CONFRONTED AND DECISIONS MADE FOR INSTANCE—IS ADDRESSED TO ALLOW FOR NEW IDEAS AND TECHNOLOGIES TO BE INTRODUCED AND EXAMINED, THE PEOPLE AND THEIR PROBLEMS WILL STILL EXIST: THE SAME COMMUNICATION BLOCKAGES WILL PERSIST AND THE SAME CLINGING TO STAID, SECURITY-BOUND VALUES WILL TEND TO KEEP THE SYSTEM FROM EMERGING FROM ITS HOMEOSTATIC CONDITION TO PROVIDE FOR VENTURES IN THE ADAPTIVE MODE OF ORGANIZATIONAL MANAGEMENT.

IN THE DEVELOPMENTAL MODEL PROPOSED FOR THE MANAGEMENT TEAM IN ATTLEBORO, THE STRATEGY FOR CREATING A FAR GREATER IMPACT WAS TO EXPOSE THE ORGANIZATIONAL "TEAMS" TO SIMULTANEOUS TRAINING, BOTH WITHIN THE DISTRICT AND OFF SITE, AND WITH FULL INVOLVEMENT OF CENTRAL OFFICE ADMINISTRATORS AS PARTICIPANTS. THERE WAS NO TEACHER AS SUCH AND THE SUBJECTS REVIEWED EMERGED FROM THE GROUP AND REPRESENTED THEIR PROBLEMS.

MANAGEMENT DEVELOPMENT

THE EXTENSION OF TEAM TRAINING FOR SYSTEM SUBJECT SUPERVISORS, HIGH SCHOOL DEPARTMENT HEADS AND MIDDLE SCHOOL SUBJECT COORDINATORS WAS ACCOMPLISHED DURING ONE-DAY SESSIONS HELD FOR TWELVE CONSECUTIVE WEEKS. DURING THE FIRST TWO SESSIONS, THE GROUP RAISED A VARIETY OF QUESTIONS REGARDING THE "REAL" PURPOSE OF THIS INSERVICE PROGRAM, AND MANY IN THE GROUP OPENLY QUESTIONED CENTRAL MANAGEMENT'S MOTIVES.

A CRITICAL POINT IN THE PROGRAM WAS REACHED WHEN THE CENTRAL OFFICE TEAM WAS PLACED IN A "FISHBOWL" SITUATION AND INTERVIEWED BY AN OD HOC TEAM WHILE THE REMAINDER OF THE GROUP REMAINED IN A CIRCLE ABOUT THE INNER GROUP. IN A NO-HOLDS-BARRED SESSION, THE CENTRAL TEAM WAS ABLE TO PRESENT ITS PERCEPTIONS OF THE ORGANIZATION'S HEALTH AND STATE ITS EXPECTATIONS FOR THE INSTITUTION, TEACHERS AND STUDENTS. THE ABILITY TO CONFRONT ISSUES AND TO ASSURE A PARITY FOR RESPECTIVE GROUPS IN DECISION MAKING REGARDING CURRICULUM, DEVELOPMENT OF EDUCATIONAL SPECIFICTIONS FOR THE NEW BUILDINGS AND INSERVICE TRAINING PROGRAMS BROUGHT ABOUT POSITIVE CHANGES IN TRUST FROM THAT POINT ON.

THE THIRD PARTY CONSULTANT SERVED AS A PROCESS OBSERVER AND HELPED DEFINE FOR THE CENTRAL TEAM SOME CRITICAL ISSUES FOR FURTHER STUDY SUCH AS CHANGES IN:

1. ORGANIZATIONAL CLIMATE
2. INFLUENCE AND COMMUNICATIONS PATTERNS
3. THE WAY WORK IS ORGANIZED
4. POWER AND AUTHORITY
5. DECISION-MAKING PROCEDURES AND
6. ROLES AND EXPECTATIONS

THE ABOVE ELEMENTS FOR PLANNED CHANGE WERE KEPT IN MIND AS THE LARGER GROUP CONTINUED THE WORKSHOP SEQUENCE FOR THE NEXT TEN WEEKS.

PROCESS—PROBLEM SOLVING—PROCESS

THIS LEVEL OF TEAM DEVELOPMENT FOCUSED UPON THE PROCESS SKILLS OF EACH PARTICIPANT AND WHEN THE GROUP HAD BEEN SATURATED WITH PROCESS, A SHIFT WAS MADE TO PROBLEM SOLVING AND DECISION-MAKING TECHNIQUES. IN ALL, THE TWELVE-WEEK WORKSHOP FOR SUPERVISORS, DEPARTMENT HEADS AND MIDDLE SCHOOL COORDINATORS INCLUDED DEVELOPMENT OF THE FOLLOWING SKILLS INVOLVED IN:

PROCESS OBSERVATION

PROBLEM SOLVING

GOAL SETTING

PLANNING

DECISION MAKING

DEVELOPING ACTION-STEP AGENDAS

SHARING PERCEPTIONS

TEAMING

FORCE FIELD ANALYSIS and

ORGANIZING AND CONTROLLING MEETINGS

ADDITIONAL SKILL ATTAINMENT AND PRACTICE IN BRAINSTORMING, INTERVIEWING, POSTING AND EVALUATING GROUP TASK ORIENTATION AND PROCESSING ROUNDED OUT THIS PHASE OF DEVELOPMENT.

TESTING ADVOCACY LEVELS

AFTER THE LOSS OF OUR T.I. CONSULTANT, THE PRINCIPALS, AS A GROUP, BALKED AT FURTHER ATTEMPTS TO INTRODUCE PLANNED CHANGE BY DIAGNOSING ORGANIZATIONAL PROBLEMS AND IMPROVING MANAGEMENT PROCESSES. THEY TOOK A WAIT-AND-SEE ATTITUDE TOWARD THE ORGANIZATIONAL DEVELOPMENT ATTEMPT WITH THEIR SUPERVISORS AND DEPARTMENT HEADS UNTIL THEY (THE PRINCIPALS) REALIZED CENTRAL ADMINISTRATION WAS MAKING AN END RUN AROUND THEM AND DEVOTING SYSTEM RESOURCES—TIME, MONEY AND PERSONAL ENERGY—FOR THE SUB-SYSTEM COMPONENTS.

NEW WORK FAMILIES WERE BEGINNING TO EMERGE FROM THE SUPERVISORS, DEPARTMENT HEAD AND COORDINATOR COMPONENT WITH THE FOCUS OF IMPROVING THE LEARNING ENVIRONMENT SHARED BY THE CENTRAL MANAGEMENT TEAM. PRINCIPALS AND ASSISTANT PRINCIPALS RECOGNIZED THE INCREASE IN ORGANIZATIONAL EFFECTIVENESS AT THE SUPERVISORY LEVEL AND SOON WORKED OUT AN OFF-SITE (AT T.I. INCIDENTLY), SATURDAY MORNING CRITIQUE WITH CENTRAL OFFICE AND CLAYMAN AS THE THIRD PARTY CONSULTANT. INTERVENTION IN THE HOMEOSTATIC DOMAIN OF THE PRINCIPALS HELPED FACILITATE NEW LEARNING AND ALLOWED THE SECONDARY SCHOOL ADMINISTRATIVE GROUP TO MAKE CHOICES ABOUT ALTERNATIVE WAYS TO IMPROVE THE TOTAL SCHOOL SYSTEM, THEIR OWN DOMAIN AND THEIR PERSONAL OBJECTIVES. THE ELEMENTARY PRINCIPALS REMAINED SPLIT IN THEIR ATTEMPTS TO FOLLOW THROUGH UNTIL THE END OF THE SCHOOL YEAR WHEN A THREE-DAY SUMMER ON-SITE WORKSHOP

FOR THE ENTIRE ADMINISTRATIVE STAFF WAS CONDUCTED WITH THE AID OF THE CONSULTANT.

EMERGENCE OF TEMPORARY SYSTEMS

WHILE WE GENERALLY REGARD THE SCHOOL AS A PERMANENT SYSTEM THERE ARE TEMPORARY SYSTEMS WHICH OFTEN EMERGE FROM THE VARIETY POOL MENTIONED EARLIER. FOR THE MOST PART, THESE TEMPORARY SYSTEMS ARE ORGANIZED TO PROVIDE EXPRESSIVE OUTLETS FOR POTENTIAL CHANGE AGENTS AND ADVOCATES. TEMPORARY SYSTEMS TO ENHANCE ORGANIZATIONAL RENEWAL MAY RANGE FROM SOME SPECIFIC CONFERENCE, TASK FORCES, RESEARCH PROJECTS TO VENTURE TEAMS. IN SOME WAY, THEY ARE RESPONSES TO CONTINGENCY MANAGEMENT CRISES OR FORMED IN THE PRO-ACTIVE SENSE TO MINIMIZE ANTICIPATED CONTINGENCIES. A BASIC CHARACTERISTIC OF A TEMPORARY SYSTEM IN ATTLEBORO IS THE EXPECTATION THAT IT WILL HAVE A LIMITED TEMPORAL DIMENSION AND INCORPORATE SPECIFIC OBJECTIVES.

TO TAP THE VARIETY POOL AND ALLOW MORE FREEDOM OF ACTION AT THE INSTRUCTIONAL LEVELS TO OVERCOME THE TRADITIONAL RIGID STRUCTURES WHICH TEND TO FRUSTRATE PEOPLE, WE ACCEPTED WARREN BENNIS' PROPOSAL THAT ORGANIC MODELS OF ORGANIZATION SHOULD BE MADE UP OF TEMPORARY TASK FORCES. THE FOLLOWING SUMMARY IS WORTH NOTING IF YOU ARE INVOLVED IN A TEAMING OPERATION AND SEEKING WAYS TO BRING MORE ADAPTIVE QUALITIES TO THE ORGANIZATION:

> FIRST OF ALL, THE KEY WORD WILL BE TEMPORARY. ORGANIZATIONS WILL BECOME ADAPTIVE, RAPIDLY CHANGING TEMPORARY SYSTEMS. SECOND, THEY WILL BE ORGANIZED AROUND PROBLEMS-TO-BE-SOLVED. THIRD, THESE PROBLEMS WILL BE SOLVED BY GROUPS OF RELATIVE STRANGERS WHO REPRESENT A DIVERSE SET OF PROFESSIONAL SKILLS. FOURTH, GIVEN THE REQUIREMENTS OF COORDINATING THE VARIOUS PROJECTS, ARTICULATING POINTS OR "LINKING PIN" PERSONNEL WILL BE NECESSARY WHO CAN SPEAK THE DIVERSE LANGUAGES OF RESEARCH AND WHO CAN RELAY AND MEDIATE BETWEEN THE VARIOUS PROJECT GROUPS. FIFTH, THE GROUPS WILL BE CONDUCTED ON ORGANIC RATHER THAN ON MECHANICAL LINES; THEY WILL EMERGE AND ADAPT TO THE PROBLEMS, AND LEADERSHIP AND INFLUENCE WILL FALL TO THOSE WHO SEEM MOST ABLE TO SOLVE THE PROBLEM, RATHER THAN ACCORDING TO THE PROGRAMMED ROLE EXPECTATIONS. PEOPLE WILL BE DIFFERENTIATED, NOT ACCORDING TO SKILLS AND TRAINING...THOUGH NO CATCHY PHRASE COMES TO MIND, IT MIGHT BE CALLED AN ORGANIC-ADAPTIVE STRUCTURE.

IN MANY INSTANCES, FORMS OF TEMPORARY SYSTEMS ARE IN EXISTENCE IN OUR RESPECTIVE SCHOOL DISTRICTS. FORMALIZING THE PROCESS AND PROVIDING GOAL-RELATED PROGRAMS MAY JUST BE A MATTER OF COURSE IN THE TEAMING PROCESS.

SOME TEMPORARY SYSTEMS TO CONSIDER IN THE DEVELOPMENTAL PHASES OF TEAMING MIGHT INCLUDE:

JOB DESCRIPTION TASK FORCES

TEACHER EVALUATION COMMITTEES

REPORT CARD COMMITTEE--REVISION TASK FORCE

POLICY SUB-COMMITTEES

STUDENT DRUG COUNCIL/VALUES CLARIFICATION GROUPS

REDISTRICTING TASK FORCE

SABBATICAL LEAVE COMMITTEE

CURRICULUM TASK FORCES

CAREER EDUCATION ADVISORY COMMITTEE

AD HOC VENTURE TEAMS (R.F.P.)

PROGRAM ASSESSMENT

INTERDISCIPLINARY CURRICULUM TEAMS

MATRIX MANAGEMENT TEAM (JOINT VENTURES)

SPECIAL PROJECT MANAGEMENT TEAMS

PRE-MEETING INFORMATION SESSIONS FOR SCHOOL BOARD

IN THIS DEVELOPMENTAL MANAGEMENT MODEL, WE EXAMINE THREE TYPES OF CHANGE—EDUCATIVE, RE-EDUCATIVE AND TREATMENT AND TRY TO ORGANIZE TEMPORARY SYSTEMS TO ENHANCE GROWTH THROUGHOUT THE ENTIRE ORGANIZATION OR A PART THEREOF.

MATTHEW MILES AND OTHERS ILLUSTRATE THE ORGANIZATION AND FUNCTIONING OF THE TEMPORARY TEAM SYSTEM AS GEARED TO ONE OF THE FOLLOWING PROCESSES:

FUNCTION OF THE SYSTEM	PROCESS
CHANGE: EDUCATIVE	—DESIGNED TO PROVIDE ITS PARTICIPANTS WITH KNOWLEDGE, ATTITUDES AND SKILLS WHICH ARE NEW TO THEM.
CHANGE: RE-EDUCATIVE	—A MORE COMPLEX TASK DESIGNED FOR 1) UNLEARNING OR CORRECTING SOMETHING THAT THE PARTICIPANTS HAVE ALREADY LEARNED; AND 2) THEN PROVIDING EDUCATIVE ACTIVITIES TO REPLACE WHAT HAS BEEN DISCARDED OR ADD TO WHAT HAS BEEN CORRECTED.
CHANGE: TREATMENT	—SEEKS TO CORRECT AN EXISTING DEVIANCY AND TO RESTORE A STATE OF HEALTH TO EITHER INDIVIDUALS OR GROUPS.

OUR PRIMARY CONCERN IN DEVELOPING AND IMPLEMENTING A MANAGEMENT TEAM WAS BASED ON THE EDUCATIVE AND RE-EDUCATIVE MODES WITH SYSTEM TEAMS WHILE THE THIRD-PARTY CONSULTANT FOCUSED ON TREATMENT TECHNIQUES IN ASSISTING US (CENTRAL MANAGEMENT TEAM) IN ORGANIZATIONAL ANALYSIS DURING THE VARIOUS STAGES OF OUR DEVELOPMENT. WE STILL UTILIZE THE CONSULTANT IN THIS RESPECT.

STRUCTURING TIME FOR MEETINGS AND MODES OF OPERATION

TIME FOR TEAM MEETINGS WAS A CRITICAL FACTOR IN MAINTAINING MOMENTUM FOR ORGANIZATIONAL DEVELOPMENT. THE SUPERVISORS AND DEPARTMENT HEADS CHOSE TO SACRIFICE SOME PERSONAL PLANNING TIME ON WEDNESDAYS WHILE ADMINISTRATIVE TEAM MEMBERS SET ASIDE A BLOCK OF COMMON TIME ON FRIDAY MORNINGS FOR MEETINGS TO DEAL WITH LEVEL, CLUSTER OR SYSTEM ISSUES. FUNDAMENTAL TO EACH MEETING WAS AN AGENDA SET BY THE PARTICULAR GROUP, A CONVENOR, A RECORDER AND A PROCESS OBSERVER. VARIOUS TEAM MEMBERS WERE ASKED TO VOLUNTEER FOR RESPECTIVE FUNCTIONS AND AS EACH PERSON BECAME MORE AT EASE IN THE SETTING, INTER-PERSONAL DYNAMICS IMPROVED AS WELL AS ANALYSES OF TEAMWORK.

A CHECK LIST TO RATE GROUP EFFECTIVENESS WAS DEVISED FOR USE THROUGHOUT THE SYSTEM, AND CATEGORIES OF BEHAVIORS WHICH ARE IMPORTANT FOR GOOD GROUP MEMBERSHIP WERE ADAPTED FROM THE LITERATURE FOR PERSONAL MANAGEMENT DEVELOPMENT. AN ADDITIONAL CHECKLIST FOR PROCESS OBSERVER USE WAS ALSO ADAPTED.

ALTHOUGH THE TASK OR PROBLEM(S) AT HAND DETERMINE THE TYPE OF MEETING ANY ONE TEAM MAY ORGANIZE, SESSIONS USUALLY HAVE A BALANCE OF TASK ACTIVITIES AND MAINTENANCE FUNCTIONS. THE SEQUENCING OF ACTIVITIES IS ALSO GIVEN PRIME CONSIDERATION WITH THESE GENERAL RULES PREVAILING:

1. STATING OBJECTIVES FOR MEETING (BUILDING THE AGENDA)
2. PLANNING THE WAY TO CONDUCT THE BUSINESS (SETTING PRIORITIES AND TIMES)
3. CONDUCTING THE MEETING (FOLLOWING THE PRIORITIES)
4. STATING ACTION STEPS
5. EVALUATING HOW WELL ACTIVITIES HAVE OBJECTIVES
6. EVALUATING INTERPERSONAL PROCESSES THAT HAVE OCCURRED DURING THE MEETING

SETTING THE BEHAVIORAL PATTERN FOR CONDUCTING MEETINGS IS AN IMPORTANT DEVELOPMENTAL TASK FOR MANAGEMENT TEAMS AT ALL LEVELS, INCLUDING THOSE IN THE INSTRUCTIONAL DOMAIN (FACULTY MEETINGS, ETC.).

RECAPITULATION AND REITERATION OF ASSUMPTIONS IN THE DEVELOPMENTAL TEAM MODEL

THE PREVIOUS OVERVIEW OF SOME KEY PARAMETERS PURPOSELY PLANNED TO BRING ABOUT CHANGE IN A RATHER UNRESPONSIVE SCHOOL DISTRICT ARE PRESENTED TO STIMULATE SYSTEMS MANAGERS TO PLAN ACTIONS FOR FACILITATING HUMAN RESPONSIVENESS AND ADAPTABILITY IN SCHOOL ORGANIZATIONS. THERE IS NO ONE MODEL OR PATENTED SET OF STRATEGIES FOR DEVELOPING AND IMPLEMENTING A MANAGEMENT TEAM. ONE'S BELIEFS AND VALUES ABOUT THE NATURE OF HUMAN BEINGS IS THE BASE FROM WHICH A LEADER WILL ORGANIZE HIS OR HER ORGANIZATION. THESE, FOR THE MOST PART, ARE

INFLUENCED BY THE NORMATIVE WORLD IN WHICH THEY WORK AND LIVE.

UNDERLYING THE PARAMETERS IN THE ATTLEBORO MODEL ARE THESE BASIC ASSUMPTIONS REGARDING ORGANIZATIONAL DEVELOPMENT:

1. BASIC BUILDING BLOCKS OF AN ORGANIZATION ARE GROUPS (TEAMS). IN ATTLEBORO, WE ARE PRIMARILY ABOUT THE BUSINESS OF CHANGING GROUPS, NOT NECESSARILY INDIVIDUALS.

2. A CHANGE GOAL IS THE REDUCTION OF INAPPROPRIATE COMPETITION BETWEEN PARTS OF THE ORGANIZATION AND THE DEVELOPMENT OF MORE COLLABORATIVE CONDITIONS. IN ATTLEBORO, THE TEAMING OF HUMAN RESOURCES AT THE SYSTEM, INSTITUTIONAL AND INSTRUCTIONAL LEVELS HELPS SUPPORT THIS GOAL.

3. DECISION MAKING IN A HEALTHY ORGANIZATION IS LOCATED AT THE INFORMATION SOURCES AND LEVELS OF EXPERTISE RATHER THAN IN A PARTICULAR ROLE OR LEVEL OF HIERARCHY. IN ATTLEBORO, WE ARE ATTEMPTING TO DEVELOP CADRES OF PROBLEM SOLVERS AND DECISION MAKERS AT ALL LEVELS.

4. ORGANIZATIONS, SUB-UNITS OF ORGANIZATIONS AND INDIVIDUALS CONTINUOUSLY MANAGE THEIR AFFAIRS AGAINST GOALS. SYSTEM-WIDE GOALS AND OBJECTIVES, CLUSTER GOALS AND OBJECTIVES AND BUILDING GOALS PROVIDE A BACKDROP FOR INDIVIDUAL GOAL SETTING IN ATTLEBORO.

5. ONE GOAL OF A HEALTHY ORGANIZATION IS TO DEVELOP OPEN COMMUNICATIONS, MUTUAL TRUST AND CONFIDENCE BETWEEN AND ACROSS ORGANIZATIONAL LEVELS. IN ATTLEBORO, THE THIRD PARTY CONSULTANT ASSISTS IN THE MAINTENANCE OF THIS GOAL. ... AND

6. PEOPLE AFFECTED BY CHANGE MUST BE ALLOWED ACTIVE PARTICIPATION AND PERSONAL INVESTMENT IN THE PLANNING OF CHANGE. PERMANENT AND TEMPORARY SYSTEMS HELP PROVIDE FOR THIS GOAL TO A GREAT DEGREE IN ATTLEBORO.

PRESSED FOR AN OPERATIONAL DEFINITION OF THE MANAGEMENT TEAM PRESENTED AT THIS SESSION, I WOULD CONCLUDE THAT IT IS A "PROCESS APPROACH WHICH INVOLVES THE UTILIZATION AND DEVELOPMENT OF

HUMAN RESOURCES FOR PROBLEM SOLVING AND SHARED DECISION MAKING THROUGH PERMANENT AND TEMPORARY SYSTEMS TO MEET PREDICTED AND CONTINGENCY FORCES THAT IMPINGE UPON THE ENVIRONMENT."

THE ULTIMATE GOAL IS THAT ANY MANAGEMENT TEAM WILL DEMONSTRATE TECHNIQUES AND BEHAVIOR THAT ARE WORTHY OF EMULATION AT THE CLASSROOM LEVEL AND THAT IS WHAT WE ARE ALL ABOUT.

HOWEVER, THE DEVELOPMENT AND IMPLEMENTATION OF AN ADMINISTRTIVE TEAM IS NOT WITH OUT PROBLEMS AND UNPREDICTABLE SITUATIONS. IN MY OWN PARTICULAR ORGANIZATION, WE HAVE IDENTIFIED THESE CURRENT PROBLEMS AND SITUATIONS WHICH MAY BE USEFUL TO YOU AND THE PANEL AS WE DISCUSS THE ISSUES INVOLVED IN DEVELOPING AND IMPLEMENTING TEAM MANAGEMENT PROCESSES:

.PEOPLE MOVING IN AND OUT OF THE ORGANIZATION

.OWNERSHIP - PEOPLE NOT PART OF THE BIRTH PROCESS
.WE MUST BE RESPONSIVE TO THEIR STYLE
.RESHAPE WORK ETHIC
.REASSESSMENT OF AREAS OF PERSONAL EXPERTISE
GUIDANCE SUPERVISOR - TESTING/EVALUATION
DIRECTOR OF PERSONNEL - EXPERT IN FIELD

.TEAM DYNAMICS MAY HAVE BECOME FROZEN.

.MUST LISTEN DIFFERENTLY - LISTENING CUES CHANGE

.PERSONNEL NEEDS (PRIORITIES) CHANGE

.DIFFERENT TYPES OF COMPROMISES ARE MADE

.SET UP A BUFFER BETWEEN NEW C.O. MEMBER AND OTHER TEAMS

.CHECK ASSUMPTIONS - INTELLECTURAL AWARENESS, EMOTIONAL COMMITMENT OF NEW MEMBERS

.SOPHISTICATED MEMBERS CAN BECOME SMUG

.USE THE TECHNIQUE AND FAIL TO LOOK AT PROCESS (HUMAN INTERACTION)

.THAT ADMINISTRATORS SEE THIS TECHNIQUE AS AN"ADMINISTRATIVE" BEHAVIOR AND NOT A HUMAN BEHAVIOR THAT SHOULD BE CARRIED ON AT THE INSTRUCTIONAL LEVEL

.CONFRONTATION SKILLS ARE STILL AN ISSUE
AVOIDANCE

.SOME PRINCIPALS STILL WILL NOT ALLOW FOR PARITY ON DECISION MAKING WITH RESPECTIVE STAFF

.SOME NEW SCHOOL BOARD MEMBERS PREFER A PYRAMIDAL STRUCTURE - EASY FOR THEM TO SEE CONTROL AND AUTHORITY
CONFLICT W/HUMAN DEVELOPMENT AND MODELING

.TEND TO WANT THINGS TO HAPPEN IN THE NAME OF EFFICIENCY

.SOME ADMINISTRATORS ATTEMPTING TO CHANGE PEOPLE'S BEHAVIOR RATHER THAN SOLVE PROBLEM

.TEAM CAN DOMINATE PEOPLE OVERLY TASK ORIENTED AT EXPENSE OF LOOKING AT INDIVIDUAL NEEDS.

.WE HAVE SOME PEOPLE WHO VIEW PROBLEMS AND SOLUTIONS IN A HOLISTIC MANNER AND OTHERS IN AN ATOMISTIC MANNER

.ASSUMPTION THAT TEAM IS THE ONLY WAY TO OPERATE